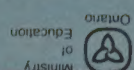


Education for Tomorrow: The New Secondary School Program in Ontario



The Certificate of Education

Students who decide to leave school before earning a diploma will, on the completion of a minimum of 14 credits, be granted, on request, a *Certificate of Education*.



The 14 credits will consist of the following:

Compulsory Credits	
English / français	2
Mathematics	1
Science	1
Canadian history or Canadian geography	1
Physical and health education	1
	6
Elective Credits	8
Total:	14

The Program in Grades 7 and 8

In order to provide the necessary continuum of learning and to better prepare students for secondary school, the Grade 7 and 8 curriculum will be revised and strengthened.

Guidance will be compulsory for Grade 7 and 8 students, who will spend a minimum of 20 hours in guidance programs in each of the two grades. The guidance program provides opportunities for students to develop self-knowledge, understanding of others, and awareness of the educational and career options open to them.



Minimum Time Allocation for Subjects in Grades 7 and 8

	Minimum number of hours per year
Language arts	
First language (English / français)	150
Second language (French / anglais)	60-120
Mathematics	120
Science	80
History and geography	120
Dramatic arts, visual arts, and music	120
Physical and health education	80
Guidance	20
Personal and practical studies	115-175

The Program in the Secondary School

Although the program in Grades 9 and 10 will be exploratory in nature, with Grade 9 often serving as a trial period, most students will have similar timetables as their program in these grades will be largely determined by the compulsory credit requirements. More specialization will be evident in Grade 11 as students begin to choose areas of concentration while continuing to explore others.

Grades 9 and 10 should serve to help all students confirm interests, test talents, form clearer career goals, and begin to formulate more detailed plans for further study.

The program in Grades 11 and 12 is designed to allow students to pursue more specific career and life goals.

Points to Consider in Selecting Courses

Some students may plan their program with a view to acquiring knowledge and skills that can be applied to a specific career field. For example, they may plan to enter business and industry either directly after graduation or after further training at a college or private vocational school. Such students may choose to take most of their courses at the general level of difficulty, and some at the advanced or basic level.

Other program opportunities, such as co-operative education and 'linkage', provide students with an opportunity to test their interests and acquire experience in the world of work. These would be valuable whether the student is bound for university, a college, or the world of work.

It is important that students receive an adequate foundation in business or technological education. Business and technological programs in secondary schools offer diversity in content, function, and approach. The aims and objectives of courses in these programs focus on one or more of the following:

- in-depth specialization, with immediate application to employment;
- the acquisition of an appropriate base of subjects as a background for postsecondary education and future employment;
- the development of a general business and technological awareness for personal interest and orientation.

It should be remembered that students and their parents share the responsibility for educational planning and achievement with the school. Parents, students, and teachers are encouraged to work together to select the appropriate program. Students under the age of 18 require parental approval for decisions on course selection.

Careful planning is the key to success in the new system. School guidance departments offer parents and students accurate and up-to-date information on careers and educational requirements, as well as counsellor assistance in course selection.

Additional copies of this brochure may be obtained from: Ministry of Education, Communication Services Branch, Mowat Block, 14th Floor, Queen's Park, Toronto, Ontario M7A 1L2. Tel. (416) 965-6407.



Education for Tomorrow

Introduction

In today's fast-paced and constantly changing world, no educational system can remain vital and relevant unless it is prepared to undertake regular self-examination and to implement necessary changes. Recognizing this fact, the Ontario Ministry of Education has recently completed a comprehensive review of its secondary school system. As a result of this review — commonly known as SERP (Secondary Education Review Project) — a number of important changes have been made in the secondary school system to make it more responsive to the social and educational needs of today's students. The new system is designed to prepare the student, through informed course selection, to enter the world of work or post-secondary education.

Technological and social changes continue to affect the way we live and work in the 1980s. The secondary school today must provide students with learning experiences that will not only equip them with the necessary skills but also help them develop the attitudes that will allow them to lead productive and successful lives as adults in our society. The renewed secondary school program recognizes this reality and is designed to help students acquire the requisite knowledge and skills, as well as the self-reliance and adaptability they will need to meet the demands of life in a changing world.

The new program's increased recognition of student needs, the dignity of work, and the satisfaction of achievement will allow students of both sexes, different cultural backgrounds, and varied interests and abilities to plan a successful secondary education program and to take pride in their personal efforts.

In October of this year, the circular *Ontario Schools: Intermediate and Senior Divisions* (OSIS), which outlines the policies and diploma requirements of the new secondary school system, was distributed to all elementary and secondary schools. This leaflet has been prepared to assist students, parents, and others to understand these policies and requirements, which will govern the school program beginning in September 1984.



The New Secondary School System: Formal Requirements

Requirements for the Ontario Secondary School Diploma

The Secondary School Graduation Diploma hitherto awarded to Grade 12 graduates and the Secondary School Honour Graduation Diploma awarded to Grade 13 graduates will be replaced by a single certificate called the *Ontario Secondary School Diploma* (OSSD).

Students entering Grade 9 in September 1984 will study for the OSSD, which could be awarded to graduating students as early as June 1986. Although the Secondary School Honour Graduation Diploma (the Grade 13 diploma) will be retained for some students until August 31, 1990, no diploma other than the *Ontario Secondary School Diploma* will be awarded to graduating students after that time. During the transition period, all current courses taught for credit will be acceptable for the new diploma.

Students entering secondary school programs on or after September 1, 1984, must earn a minimum of 30 credits to receive the Ontario Secondary School Diploma. Sixteen of the 30 credits are compulsory and 14 are elective. A credit is earned by successfully completing a course that involves a minimum of 110 hours of classroom work. Short courses may be available to students and fractional credits may be given.

Credits Required for the Ontario Secondary School Diploma

Compulsory Credits

English / français	5
French / anglais	1
Mathematics	2
Science	2
Canadian history	1
Canadian geography	1
Arts	1
Physical and health education	1
Business / Technological studies	1
Senior social science	1

16

Elective Credits

14

Total: 30



Levels of difficulty

Secondary school courses will be available at three levels of difficulty. *Basic level* courses will focus on the development of personal skills, social understanding, and preparation for employment. *General level* courses will develop students' work skills and attitudes and prepare students for postsecondary education at a college of applied arts and technology or for direct entry into the world of work. *Advanced level* courses focus on academic skills and prepare students for admission to university or certain programs in the colleges of applied arts and technology.

Requirements for admission to university

Students who plan to go to university will be required to take six *Ontario Academic Courses* (OACs), which are the new prescriptive, provincially designed university-entrance courses that will be offered by the secondary schools in Ontario. (The OACs will replace the Grade 13 program by 1988.)

OACs may be taken *after* successful completion of the 30-credit Ontario Secondary School Diploma or they may be counted as credits *towards* the OSSD. In this way, highly-motivated students may, if they choose, attempt to earn the OSSD and the university admission requirements in four years. Some students will benefit from the opportunity to complete the program in four years; others will take advantage of the additional time and wider range of options available in a five-year program.

Students preparing for university will take most of the compulsory credit courses at the advanced level of difficulty.

Requirements for admission to a college of applied arts and technology

The Ontario Secondary School Diploma is the usual entry requirement for college programs.

Compulsory credits should be selected at the general or advanced level of difficulty, depending upon the student's interests and abilities. It should be noted, however, that some college programs require advanced level courses. (This information may be obtained from guidance counsellors.)

